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**BIRMINGHAM REMEMBERED:
THE EARLY YEARS**

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COVER DESIGN

The charcoal drawing which appears on the cover of this issue of The JOURNAL of the Birmingham Historical Society is the work of Birmingham artist Ronald Webster. A limited number of original prints of the drawing, which is a view of the second state of the original Powell School, will be available from The JOURNAL office at a cost of \$25.00 each.

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FOREWORD

Addressing his colleagues on the Birmingham Board of Education on August 28, 1899, Samuel Ullman, who was serving his eighth term as President of the Board, observed, "Birmingham cannot be satisfied with less than the best of everything." Why such an observation? The answer, for Ullman, seemed apparent. "In the near future," he continued, "our boys and girls will be the operatives in our mills, factories, and foundries, or other industrial enterprises." Such establishments would, of necessity, require not only "operatives" but "educated typewriters, bookkeepers, and stenographers" as well, and, as Ullman knew, "the better educated, everything being considered, will be chosen." Having detailed his argument, the Board's president drew this conclusion: "Our people must be given the opportunity to have their children thoroughly trained to assume the conditions of the present competitive system; if not, they will be crowded out by the more efficient."

The desire to have their children trained for "the conditions of the present competitive system" and thereby equipped for worldly success had, twenty-six years earlier, prompted sufficient agitation among Birmingham's blue collar population to bring that desire to fulfillment. On March 20, 1874, the Birmingham Free Public School opened its doors to admit one hundred and eighty students the first day, and an additional forty students the day following.

This issue of The JOURNAL of the Birmingham Historical Society is devoted almost exclusively to the subject of public education during the first thirty years of the Magic City's existence. Ruth Bradbury LaMonte's article, "The Origins of an Urban School System," not only details much of the early history of public schooling in Birmingham but also focuses upon the less factual aspects of that history: the desires and aspirations, the prejudices, the successes and failures of those who prompted a public school movement in the city and those who were given responsibility for the operation of the system which derived from that movement.

A further exploration of the theme of public education in Birmingham's early years is offered in Marvin Yeomans Whiting's "On Keeping Track of Our History." The substance of this article is a reprint of a 1902 report on the city's public school system which originally appeared in the *Birmingham News*' fourteenth anniversary edition, published on May 26, 1902.

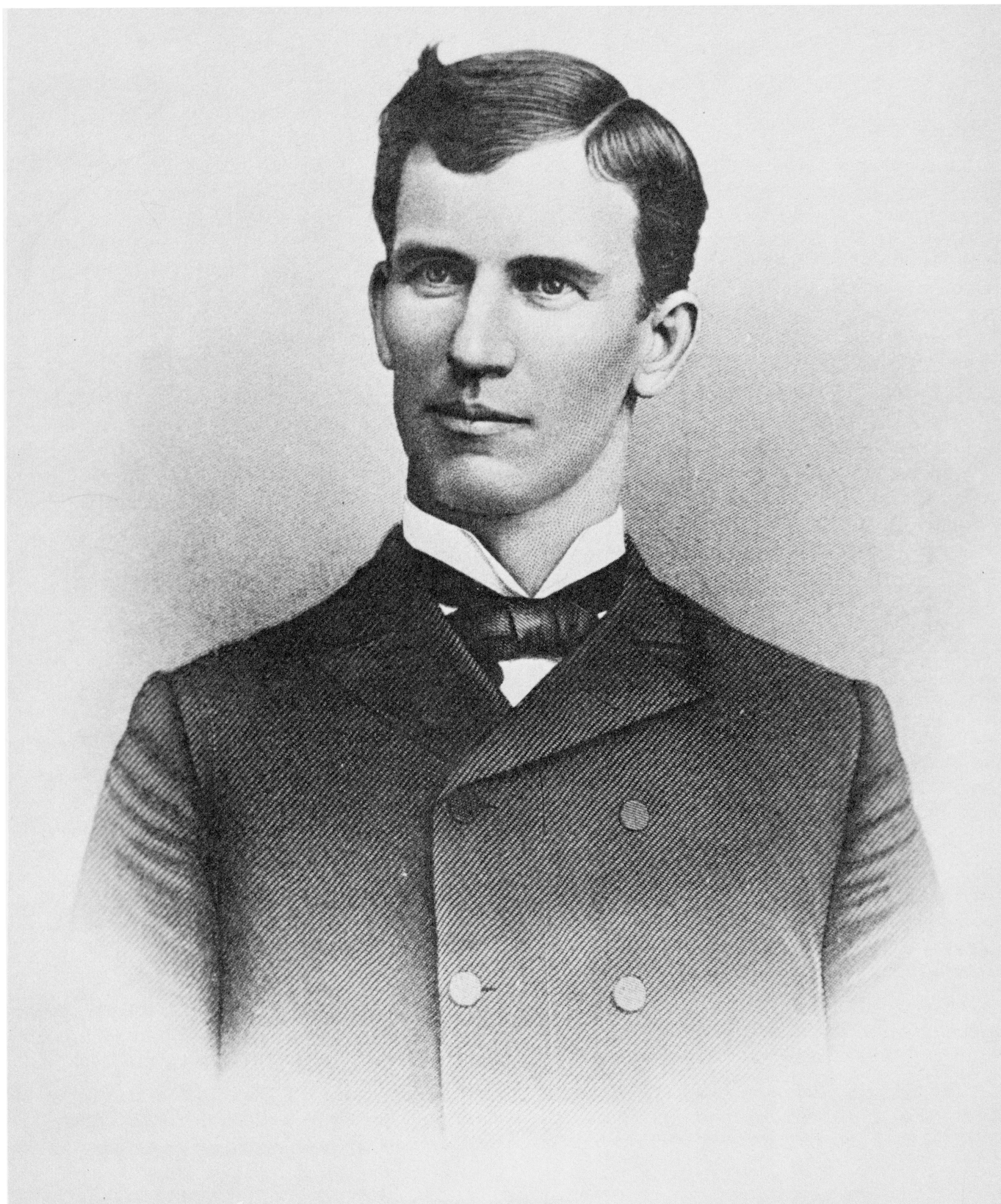
In partial counterpoise to the central emphasis of this issue, a new feature makes its appearance. "Eklektikós" is designed as a collection point for brief contributions to the history of Birmingham and Jefferson County. Included here—and in subsequent issues—are notes of interest copied from local newspapers, legal documents, poetry and short prose, letters and extracts from diaries, and whatever else seems appropriate for a feature devoted to material about the city and the county which is less than historically earthshaking.

Once again, as with the first issue of Volume 5, the publication of The JOURNAL is made possible through a grant from the Linn Henley Charitable Trust. For this beneficence, the Editorial Advisory Board and the officers and trustees of the Birmingham Historical Society express their gratitude.

The Editorial Advisory Board solicits reader interest in and support of The JOURNAL. Suggestions for material to be included in future issues are welcomed and should be addressed to the Editor, The JOURNAL of the Birmingham Historical Society, 2020 Seventh Avenue, North, Birmingham, Alabama 35203.

July, 1977

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JOHN HERBERT PHILLIPS
Superintendent of Schools, Birmingham, 1883-1921

An engraving done by E. G. Williams and Brother, New York, N. Y. and included in John Witherspoon DuBose, *Jefferson County and Birmingham, Alabama, Historical and Biographical* (Birmingham, Ala.: Teeple and Smith, Publishers, 1887).

THE ORIGINS OF AN URBAN SCHOOL SYSTEM: BIRMINGHAM, 1873-1900

RUTH BRADBURY LAMONTE*

Americans have not always chosen the school as the educational agency for their children. In fact, those early settlers coming to our shores in the seventeenth century saw the family as the cultural institution responsible for education:

The most important agency in the transfer of culture was not formal institutions of instruction or public instruments of communication, but the family. . . .

What the family left undone by way of informal education the local community most often completed. It did so in entirely natural ways, for so elaborate was the architecture of family organization and so deeply founded was it in the soil of stable, slowly changing village and town communities in which intermarriage among the same groups had taken place generation after generation that it was at times difficult for the child to know where the family left off and greater society began. . . .

More explicit in its educational function than either family or community was the church It furthered the introduction of the child to society by instructing him in the system of thought and imagery which underlay the culture's values and aims. . . .

Family, community, and church together accounted for the greater part of mechanism by which English culture transferred itself across the generations.¹

But by 1871 when Birmingham was founded, Americans were looking beyond the family, the

community, and the church for help in educating their children. The establishment of formal education was justified on the grounds that a specialized institution was needed to prepare children and youth for life as productive adults. And southerners, like most other Americans, saw the school as the panacea for all educational ills. Thus it was that schooling became accepted as the model for American education.

Before looking at public schooling in early Birmingham, let us define the terms "education" and "schooling." For this discussion "education" will mean that process by which a society transmits to its new members the values, beliefs, knowledge, and symbolic expressions that make communication with that society possible.²

By "schooling" is meant that process by which a teacher teaches a student something—subject matter, norms, certain performative skills—under the auspices of that institution which we call school. Now it is obvious that a society can have education without schools or schooling, but the more technical the society, the more likely it is that the society will choose schooling as its model for education.³

*The author wishes to express gratitude for the assistance of the following in the research for and preparation of this article: the staffs of the Tutwiler Collection of Southern History and Literature and the Department of Archives and Manuscripts, Birmingham Public Library; the staff of the Birmingham Board of Education; and Mrs. B. G. Minisman.

¹Bernard Bailyn, *Education in the Formation of American Society: Needs and Opportunities for Study* (Chapel Hill: University of North Carolina Press, 1960), pp. 15-19.

²Robert E. Roemer, "The Social Conditions for Schooling," in Allen D. Calvin, ed., *Perspectives on Education* (Reading, Massachusetts: Addison-Wesley Publishing Company, 1977), pp. 3-14.

³For further discussion see Marvin Lazerson, *Origin of the Urban School: Public Education in Massachusetts, 1870-1915* (Cambridge, Mass.: Harvard University Press, 1971); David Tyack, *The One Best System* (Cambridge, Mass.: Harvard University Press, 1974); Carl F. Kaestle, *The Evolution of an Urban School System: New York City, 1750-1850* (Cambridge, Mass.: Harvard University Press, 1973).

Birmingham was representative of the burgeoning industrial New South. Conceived in confusion and born in confidence, her demands were very different from those of the agrarian, pastoral society from which she sprang. Her citizens would need specialized skills to function in an urban setting. Despite the fact that public schooling in Alabama had never really begun before the War between the States and that the carpetbag government had not won the support or the sympathy of the majority of the white population on the schooling issue, tiny Birmingham wasted no time in petitioning the state legislature for an educational unit of her own. Indeed, those men who met in 1873 to sign a deed granting to the city land on which a school was to be built were of the New South, a South dedicated to progress, a better life through industry, commerce, transportation, and education.

Allegiance to times past was evident, however, because the deed specified that the school be built

for the white children now residing in, and who may reside hereafter in said city for no other purpose and use whatever. The school is to be taught by white teachers.⁴

There was no provision made for the education of black children.

The summer of 1873 was a terrible time for Birmingham. Early in June, the first case of Asiatic cholera was diagnosed. By late August, the disease had claimed the lives of more than one hundred citizens. On the heels of this epidemic came a major economic panic, in mid-September, the effects of which further depressed an already flagging economy.

In August, an effort was made to subscribe funds for a municipal school, but the attempt proved less successful than had been anticipated. In October, a citizens' mass meeting was convened to gather financial support for the proposed school's construction, but this effort proved no more fruitful than the August subscription campaign. At this juncture, the prospects for public schooling in Birmingham—despite legislative endorsement—were dim indeed, but those prospects were materially altered by the interven-

tion of John Taliaferro Terry, an attorney from Pickens County, Alabama, who had within the year moved his practice to Birmingham. Assuming a leadership role in the fund raising effort, he succeeded in securing all but \$3,000 of the funds needed for the construction of a school building. In the absence of other willing donors, Terry personally supplied the requisite \$3,000, taking as collateral the first issue of city bonds.

By March of 1874, Birmingham's first school building was ready for occupancy. Named for Colonel James R. Powell, the first president of the Elyton Land Company and the first elected mayor of the City of Birmingham, the school built at Sixth Avenue, North, and Twenty-fourth Street had four rooms which housed the one hundred eighty pupils who attended on opening day.⁵ The school was controlled by a three-member commission appointed by the Board of Aldermen and financed by the state school fund, the Peabody Fund, and student fees. The fees, later to become a source of controversy, were to increase in amount as the child progressed through the grades. Nevertheless, this kind of educational institution was called a "free school" because, in the nineteenth century, "free school" simply meant free from any one religious domination, not free in the sense we think of today.

That early school's curriculum followed the traditional academic disciplines;⁶ it was not until the 1890's that the urban environment with its industrial order and the farsighted schoolmen, Samuel Ullman and John Herbert Phillips, made an impact on the educational character of the schools, making them places not only to develop the intellect but also the person as a whole.

No story of Birmingham's early schools can be complete without mentioning her black students. The end of the Civil War had brought an influx of blacks to the city, and they, too, were interested in schools for their children. As early as 1876, the Board of Aldermen was petitioned by the black community for a "free colored school." The only contribution made by that board was an agreement to hire and pay a teacher. The building itself was to be provided by the black com-

⁴Deed book of the Elyton Land Company, Vol. II, p. 1, deed 261.

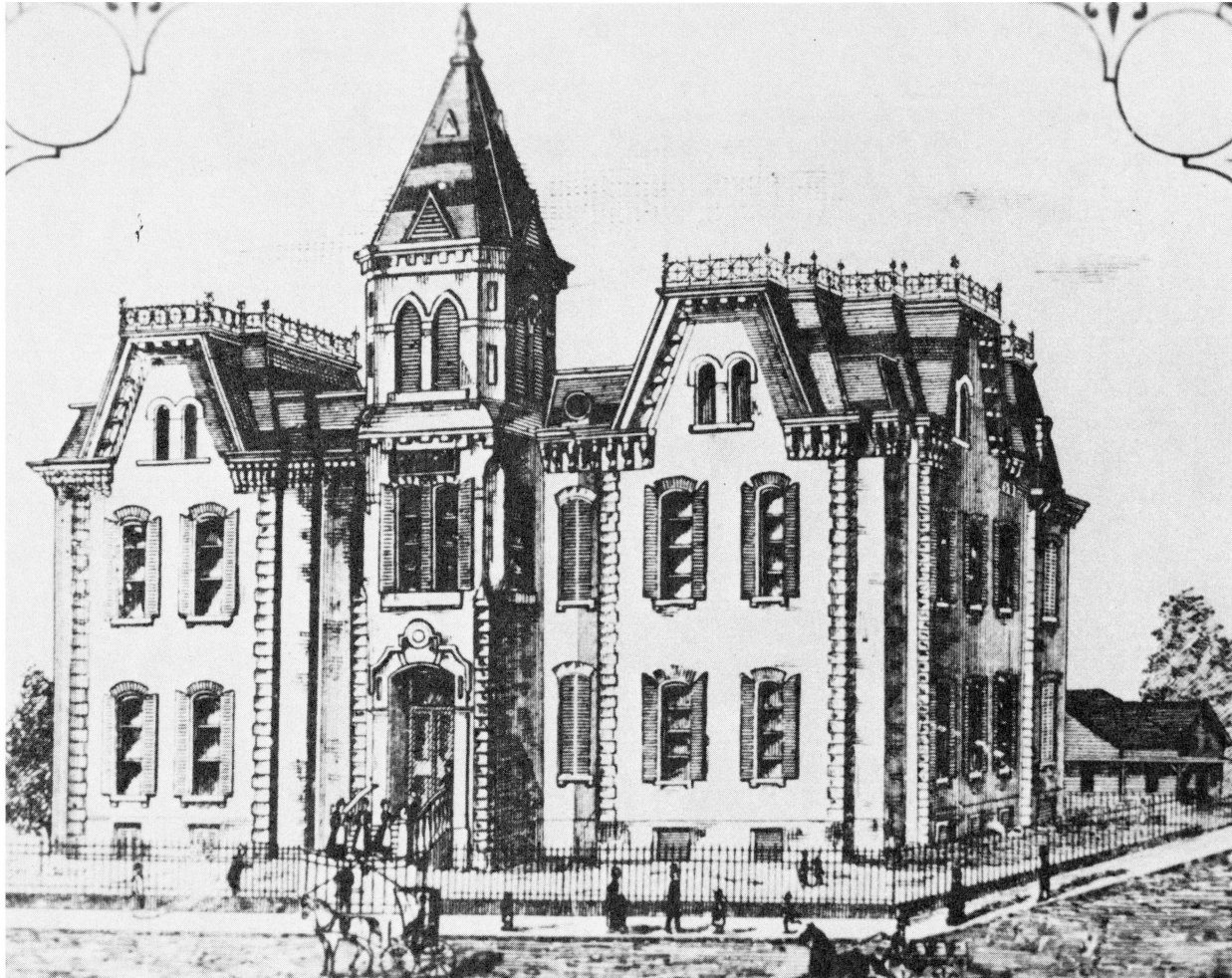
⁵Martha Mitchell Bigelow, "Birmingham: Biography of a City of the New South," Ph.D. Dissertation, University of Chicago, 1946, p. 220. Minutes of the Board of Aldermen, City of Birmingham, Alabama, Jan. 5, 1875.

⁶Bigelow, p. 222.

munity. It was not until 1882 that a special committee was appointed by the mayor to select a lot for the erection of a school for Negro children.⁷

In September of 1883, the school system came under the direction of John Herbert Phillips, a

young Ohioan. When school opened that year, blacks could attend classes at Seventh Avenue and Fifteenth Street, North, and by November two more schools, in addition to Powell, were opened for whites, one on the Southside, another in the West End.⁸



SOUTHSIDE PUBLIC SCHOOL

Fifth Avenue, South, and Twentieth Street

First unit constructed in 1885. Renamed Paul Hayne School. An engraving from the collections of the Birmingham Public Library.

Phillips issued the first public school course of study in the State of Alabama, publishing it in his first annual report to the Board of Aldermen in 1884.⁹

But the real beginnings of Birmingham's School System as it is now organized came in 1885 when the Board of Aldermen and the Mayor gave control of the schools to Birmingham's first Board of Education. The men who served on that initial

board were the Mayor, A. O. Lane, President; J. L. Watkins, Vice-president; David D. Smith; Samuel Ullman; Alonzo S. Elliot; W. J. Rushton; and C. P. Williamson.¹⁰ These men devoted long hours to the business of public education in their fledgling city. They were concerned that only the best qualified teachers be selected to teach in their schools and went about the business of setting up a board of examiners to test applicants for teaching positions within Birmingham. The

⁷*Ibid.*, p. 224.

⁸*Dedication: John Herbert Phillips High School*, Board of Education (Birmingham, Alabama, 1923), p. 3.

⁹*Ibid.*, p. 4.

¹⁰"Minutes of the Board of Education," Birmingham Board of Education, Nov. 18, 1884.

Board decided that candidates should be examined in the following subjects: theory and practice of teaching, orthography, reading, grammar, penmanship, arithmetic, geography, American history, physiology, literature, algebra, civil government, rhetoric, geometry, natural philosophy, ancient and modern history, chemistry, geology, astronomy, and Latin. For prospective high school teachers, exams were held in all the above plus any other subjects taught in high schools. For principal of other than high school, candidates were examined in the first 15 of the above; for assistant's certificate, the first 10. Special certificates were awarded only for special branches of learning, i.e. German, music, etc. Applicants scoring 90% and above were awarded three-year certificates; those with 80% to 89%, two-year certificates; and those with 70% to 79%, one-year certificates. The Board further stipulated that any teacher with a three-year certificate who taught three consecutive years in the city's public schools might, at the discretion of the Board, have such a certificate renewed without examination although the examination fee was still required.¹¹

Another method the Board used for finding good teachers was advertising. Notices were sent to newspapers throughout the South. Again and again one finds bills from such papers as the *Montgomery Advertiser*, the *Atlanta Constitution*, the *Nashville American*, as well as the local newspapers, for carrying the announcements of impending teacher examinations to be held in the City of Birmingham.

So insistent on quality instruction was the Board and so dedicated to its students, that the secretary wrote, "this plan [of selecting applicants] rigidly and impartially adhered to will do much toward elevating the standard of scholarship in the schools. It will be of direct benefit to the teachers and pupils, and will enable the Board of Education to always secure thoroughly competent teachers."¹² Board policy also dictated that applicants with less than one year's experience be awarded a certificate valid for only one year. "The reason for this is plain," wrote the clerk. "To a young teacher, the prospect of an examination supplies an excellent incentive to study and self-improvement, whereas the receipt of a cer-

tificate subject to renewal without examination, may have a tendency to foster negligence and self-complacency on the part of the teacher, and ultimately work injury to the schools by lowering the standard of scholarship, the constant elevation of which is the earnest desire of all friends of education."¹³



MARY A. CAHALAN

Teacher, Birmingham Schools, 1874-1884

Principal, Powell School, 1885-1906

A photograph included in George M. Cruikshank, *A History of Birmingham and Its Environs*, 2 vols. (Chicago and New York: The Lewis Publishing Company, 1920.)

Even these precautions were not enough to make the system error free. On April 17, 1888, a special called meeting was held to discuss the German teacher, Professor Lansberg, for his "socialistic and communistic ideas." Superintendent Phillips reported that Lansberg, when "interrogated, denied that he entertained any sympathy with anarchist principles, but admitted that he

¹¹*Ibid.*

¹²*Ibid.*, June 25, 1885.

¹³*Ibid.*

was a socialist." Further incriminating evidence indicated that the man was the associate editor of a paper which "promulgates similar (anarchist) views." As if that data were not convincing as to the disreputable character of Lansberg, Phillips continued that the accused boarded at the Dude Restaurant which was connected with a drinking saloon on the corner of Second Avenue, North, and Twentieth Street, where he had been in trouble with other men. Finally, the superintendent concluded his report with another jab at Lansberg's character. "The fact that the Professor habitually resorts to such a place is not calculated to reflect any credit or dignity upon the schools; neither is it calculated to inspire the pupils in the schools with respect for him."

The Board, insistent on teachers with high moral character, suspended Lansberg and instructed the superintendent to look for another German teacher. That Lansberg's was the only case of its nature recorded during the period under investigation indicates the care and attention given to the selection of teachers. In fact, Phillips in every annual report commented positively on the quality of the teaching staff, lamenting only that the quality of black instructors was not so high as he wished. One reason which may account for that fact was that there was a teacher training school organized in the city for white scholars, who, if they finished the two-year course and taught five years in Birmingham schools, were given free tuition. There was no such institution for black teachers.¹⁴

In this very early period of public schooling, the contributions of two persons need to be addressed. One was a school board member, Samuel Ullman; the other, the Superintendent of Schools, John Herbert Phillips.

Samuel Ullman was born in Germany in 1840 or 1841. Shortly, thereafter, his family moved to Alsace. When young Ullman was eleven, his family moved again—this time to the United States, settling in Port Gibson, Mississippi. Records indicate that the young boy attended Port Gibson public schools, leaving school at age fourteen to work in business.¹⁵ When the War between the States was declared, he joined the

Confederate army, in which he served with distinction.¹⁶ After the War, he married Emma Mayer in Natchez, Mississippi, where he had begun reforms in the Hebrew Orthodox congregation, serving as its president for several years. But Natchez was to lose this young activist, for in 1884 the Samuel Ullman family moved to Birmingham.

Birmingham was only a small town when the Ullmans arrived, and Mr. Ullman's presence was immediately recognized and utilized. A history of Temple Emanu-El reads, "the most notable addition to congregational life was the coming of Samuel Ullman in the spring of 1884." And with good reason. Within two years he was elected president of the Congregation, and in 1890 he became the Temple's rabbi, serving until 1894, only to be replaced by the man who would become his son-in-law, Rabbi Morris Newfield. In addition to his spiritual dedication, Ullman was actively concerned about civic affairs. He served on the Board of Aldermen, was one of the organizers of United Charities, was a member of the Board of Trustees of Hillman Hospital, president of District Grand Lodge, No. 7, Independent Order of B'nai B'rith, and a member of the Executive Committee of the Jewish Hospital for Consumptives in Denver, Colorado.¹⁷

But one of Ullman's major contributions to his adopted city was an unselfish devotion to the Birmingham schools. Appointed to the Board of Education in 1884 soon after his arrival, Ullman was the Board's leading spokesman for better teachers, better school facilities, better methods of instruction, better education for *all* of Birmingham's children. He was chairman of the Committee on Instruction for many years, and it is in his committee and, later, his presidential reports to the Board that one finds the evidence of his relentless perseverance for excellence in the Birmingham schools. He consistently asked that parents and Board members as well as all citizens of the community visit the schools and cooperate with the teachers.

Parents and patrons are scarcely aware how much they can contribute towards the development of the work of education in our

¹⁴*Annual Report of the Birmingham Public Schools for 1899* (Birmingham: Roberts and Son, 1899), p. 38.

¹⁵*Birmingham News*, March 21, 1924. See also "Record of Confederate Soldiers, Claiborne County, Mississippi, Index," p. 24.

¹⁶Private memorandum from Mayer A. Newfield to B. G. Minisman, Jr., March 28, 1956.

¹⁷Vertical File, Department of Southern History and Literature, Birmingham Public Library.

city. An occasional visit to our schools would go far towards bringing them into a closer sympathy with the work, and would afford material aid to the teachers in the work of

instruction and discipline. . . .

Parents and teachers must be in full harmony in order that the best results may be obtained.¹⁸



SAMUEL ULLMAN

Member, Birmingham Board of Education, 1884-1905

President, Birmingham Board of Education, 1892-1901

A photograph included in Samuel Ullman, *From a Summit of Years—Four Score* (Birmingham: By the author's family, n. d.)

¹⁸Report of Committee on Instruction, *Annual Report of the Birmingham Public Schools for 1887* (Birmingham: Herald Book and Job Rooms, 1887), pp. 10, 11.

Never one to make hasty or rash decisions, Ullman studied the curricula of other industrial cities' schools and made recommendations to the Board for updating Birmingham's curriculum. Because of the industrial revolution, city school systems throughout the country were turning to courses in vocational and manual training. Drawing was the first of these courses to be incorporated in Birmingham schools, and the justification for its inclusion was as follows:

The practical man, whether mechanic, manufacturer, engineer or builder, must to some extent be familiar with the elements of drawing. How beneficial will it be to the pupils of our schools, many of whom must soon be the artisans of our foundries, machine shops, and factories, to be in possession of the principles of drawing? Is it not our duty then to anticipate this coming future, and do what we can to enable our youths to meet its certain demands? It is our solemn duty to do what we can in providing the children placed under our charge with equipments necessary for successful combat in the battles of life. The time to do is now. We cannot begin too soon. The community is ripe for it and our people will thank us for such an enlargement of their children's opportunity to become practical, as well as intellectual, men and women.¹⁹

In 1891 the Board, "as an additional evidence of our desire to equip our pupils for the practical purposes of life . . . added a commercial course to our High School. . . ."²⁰

Even the German language was justified as practical since . . . "it being no longer a question that the English and German languages are the commercial languages of the world."²¹

In his presidential report, for 1899, Ullman intensified his pleas for a new high school facility. Although Birmingham had instituted a high school curriculum, and had, in fact, operated a high school, the high school had no home. Students had been shuttled hither and thither since 1883, and Ullman saw as the most pressing need, a permanent high school building:

Other cities educate; we must educate. Other communities realizing the greater demands of today than of yesterday, prepare to meet these demands; we cannot do less, if

we would have our loved ones placed upon a parity with others.

. . . if anything is needed more than another, it is the necessity for enlarged High School facilities. To most of our children the High School is the last extent of their education. . . . The need of the High School with its training and discipline is a necessity to our boys and girls.

. . . . In the very near future our boys and girls will be the operatives of our mills, factories, and foundries, or other industrial enterprises. The offices of these establishments will need educated typewriters, bookkeepers, and stenographers—the better educated, everything being considered, will be chosen. Hence our people must be given the opportunity to have their children thoroughly trained to assume the conditions of the present competitive system; if not, they will be crowded out by the more efficient.²²

Ullman lived in the world of reality. He saw the needs of the schools and worked toward meeting those needs. He insisted on the Birmingham child's being prepared as a fair competitor in the economic world of winners and losers. He believed in the slogan, "Education Pays."

But Ullman had other concerns for the city's school system. He abhorred the discrepancy between the salaries paid white teachers and those paid black teachers and worked to bring about a more equitable salary schedule. He, more than any other board member in those embryonic days, visited the black schools, always making recommendations for better facilities and less cramped conditions. Recognizing that education and preparation for industrial life were essential for blacks as well as whites, Ullman advocated manual training for the Negro schools. Obviously attracted to Booker T. Washington's educational philosophy for blacks, he declared to the Board:

. . . manual training ought to be made a feature of these (black) schools as well as in our white schools. We should do this because it pays, both morally and pecuniarily. Schools can be maintained cheaper than penal institutions. An educated heart and hand is better adapted to overcome vice than simple so-called book learning. The church has done much for the Negro; the state must come to his assistance, for "the black man's problem is the white man's problem."²³

¹⁹*Ibid.*, p. 15.

²⁰*Ibid.*, 1891, p. 17.

²¹*Ibid.*

²²*Ibid.*, 1899, pp. 8-10.

²³*Ibid.*, p. 12.



ENSLÉN BUILDING

Occupied by faculty and students of the Birmingham High School, 1891-1906
Seventh Avenue, North, and Twenty-first Street

A photograph from the collections of the Birmingham Public Library.

Ullman's record on the Board of Education was a clear case of leadership. Without being unreasonable or demanding, he created an atmosphere of rationality in which that early Birmingham school system functioned. Whether the issue was religious or moral, economic or political, Samuel Ullman approached it in a calm, deliberate manner. A sense of place and a sense of duty, combined with intellectual insight, were traits of this man who gave to the city's schools a life of exemplary service. It is altogether fitting that Samuel Ullman's name was given to one of the very early Southside schools; what is more appropriate is that Ullman High School became a high school of black children.

One other contribution of this man is perhaps not directly related to his daily activities as a school board member, yet bears mentioning. Samuel Ullman, Birmingham citizen, rabbi, social reformer, and philanthropist, was a poet as well. Not long ago, in a syndicated column of the Birmingham *Post-Herald*, there appeared a poem called "Youth." The columnist listed the author as anonymous. A few weeks later, authorship was definitively established. Samuel Ullman's grandson, living on the West Coast, saw the column and wrote to inform Ann Landers that his grandfather, years ago in Birmingham, Alabama, had written the lines. And somehow the appreciation

for that long ago public school man grows deeper each time these lines are read.

YOUTH

Youth is not a time of life; it is a state of mind; it is not a matter of rosy cheeks, red lips and supple knees; it is a matter of the will, a quality of the imagination, a vigor of the emotions; it is the freshness of the deep springs of life.

Youth means a temperamental predominance of courage over timidity of the appetite, of adventure over the love of ease. This often exists in a man of sixty more than a boy of twenty. Nobody grows old merely by a number of years. We grow old by deserting our ideals.

Years may wrinkle the skin, but to give up enthusiasm wrinkles the soul. Worry, fear, self-distrust bows the heart and turns the spirit back to dust.

Whether sixty or sixteen, there is in every human being's heart the lure of wonder, the unfailing child-like appetite of what's next, and the joy of the game of living. In the center of your heart and my heart there is a wireless station; so long as it receives messages of beauty, hope, cheer, courage and power from men and from the infinite, so long are you young.

When the aerials are down, and your spirit is covered with snows of cynicism and the

ice of pessimism, then you are grown old, even at twenty, but as long as your arials are up, to catch the waves of optimism, there is hope you may die young at eighty.²⁴

Arriving in Birmingham one year before Samuel Ullman, John Herbert Phillips, at the age of thirty, was to become the father of the Birmingham School System. Young Phillips, born in Covington, Kentucky in 1853, grew up in the red brush of Gallipolis, Ohio.²⁵ Borrowing the money to further his education, he attended Marietta College, graduating in 1880. Immediately after graduation, he was selected from a field of twenty-five applicants to become principal of Gallipolis High School. Within three years, he was to leave Ohio for a "Southern industrial city" whose school system he would build on the model of the Columbus, Ohio schools.²⁶ At the time Phillips came to Birmingham, the system was under the control of the Board of Aldermen; but within two years, the Board of Education was made a separate entity and the schools were re-organized.

To attempt a listing of Phillips' contributions to education and schooling in Birmingham would be an almost infinite task. But what follows are some of the reasons and examples of why Birmingham schools became not only locally and regionally known, but nationally so. Without the leadership of a dedicated man with a plan, the evolution of a system of public schooling would have been difficult, if not impossible.

In his initial annual report to the Board of Education, Phillips presented an intricately detailed record of his plan for schooling and the first statistical data based on Birmingham's schools.²⁷ From 1884, then, it is possible to document the enrollment by sex, by race, by national origin, by age, by grade, and by place of residence. Data on attendance, tardiness, and corporal punishment are also available. Phillips did not forget to record the demographic information on teachers, the amounts of money received from every source, the listing of supplies purchased and

the state of physical facilities. Meticulous record-keeping was to be an integral part of Phillips' superintendency. But he did not lose himself in physical planning and statistical data. Even in that first report, he shared his concerns for discipline and moral and literary training. A believer in corporal punishment only as the last resort, Phillips declared:

The teachers are enjoined to govern their schools with firmness, but to avoid, if possible, all harsh means and punishments. Corporal punishment has been used only in rare and extreme cases, and only as a last resort, in reducing to submission a class of pupils with whom no milder argument would prevail. The teachers are impressed with the idea that *teaching* is their chief work in school. . . .²⁸

One concern he had was that many children were not exposed to literary culture. He noted that the child finds "sensational story papers gratuitously scattered in his way. He is first attracted by the blood-curdling illustrations perhaps, but soon acquires a taste for the story, and unconsciously imbibes the principles that are to give direction to his youthful energies—he has already learned the alphabet of crime."²⁹

Commenting that parents, teachers, and churches talk about the problem, but rarely do anything about it, Phillips related the plan he had newly instituted in the schools. The children celebrated the birthdays of prominent American authors while systematically studying their work. The daily roll call response was the recitation of "some literary gem." And the result, Phillips claimed, was that a better literature had taken the place of dime novels and sensational stories. But his program went further:

To enlist the sympathies and direct the moral energies of the children, a Band of Mercy has been organized in each grade of the white schools. The Band of Mercy is a new order of chivalry, whose leading principles are "protection to the weak" and "kindness to all harmless living creatures." The great object of the organization is to inculcate the sentiments of kindness and mercy in the

²⁴Samuel Ullman, *From the Summit of Years, Four Score* (Los Angeles: Fred S. Lang Company, 1924), p. 13.

²⁵Gallipolis, a town of about 2,000 people in 1880's, a Southern Ohio River town located on what was known as the French Grant. Settled by French emigrants, it was the city where Hiram Blennerhasset and Aaron Burr met to conspire against the government of the United States.

²⁶*Birmingham Age-Herald*, July 28, 1928.

²⁷*Superintendent's Report and Manual of the Board of Education of the City of Birmingham* (Birmingham: Roberts and Son, 1884), pp. 10-12.

²⁸*Ibid.*, p. 14.

²⁹*Ibid.*

PARENT'S SIGNATURE.		"DILIGENCE LEADS TO VICTORY."	
		[Form No. 4]	
1. E. W. Hays		BIRMINGHAM	
2. E. W. Hays		PUBLIC SCHOOLS	
3. James Hays		REPORT OF	
4. James Hays		DEPARTMENT, • ATTENDANCE, • AND	
5. James Hays		EXAMINATION • GRADES	
6. E. W. Hays		— OF —	
7. E. W. Hays		Eric Hays	
8. James Hays		No. 31	
9.		POWELL SCHOOL,	
		MARY A. CAHALAN, - - PRINCIPAL.	
		GRADE,	
		TEACHER	
		1891	
EXPLANATIONS.			
100 is perfect; 90 to 100 is excellent; 85 to 90 is good; 80 to 85 fair; 75 to 80 moderate; lower than 75 demands investigation.			
TO PARENTS.			
Please examine this Report carefully each time presented to you, and if not satisfactory call upon the Superintendent and see if some plan may not be devised by which it may be made better. If it is good, speak a kind word of praise to the pupil, and of commendation to the teacher.			
J. H. PHILLIPS, Supt.			

REPORT CARD

Powell School

For the academic year 1891

Reproduced from the original document in the Department of Archives and Manuscripts, Birmingham Public Library.

hearts of the young, and thus lay the foundation of character.³⁰

One might speculate that the Band of Mercy was the rudiments of the Humane Society later to begin in Jefferson County.

Never throughout his tenure as Superintendent of Schools did Phillips ignore the intellect for the heart or the hand; it is clear that his goal for Birmingham students was not only a school credential, but a real education, a heightened awareness of the world around.

As Phillips has been characterized as "a man

with a plan," one needs to look at the years 1883-1900 and see how this man stopped, looked, and listened before he acted. Many times when suggestions for new departures in schooling were made — whether they dealt with curriculum or physical facilities — Phillips' response was a plea to watch other cities. This is not to say that Phillips retarded change or growth in Birmingham schools, but that he tread a cautious pathway in decision-making.

One example of his deliberation regarded the tuition costs for students. Always an advocate

³⁰*Ibid.*, p. 15.

of free public schools—free in the sense that students paid no tuition—Phillips realized the impossibility of immediate triumph. But he did not give up easily. By 1900 only high school students and non-resident students were paying tuition.³¹

Another expression of his professional awareness and personal concern was that Birmingham students were to receive the kind of education that would best enable them to compete in an industrial society, and at the same time to value their own self worth.

By the turn of the century, Birmingham's

schools were headed for economic recovery from the depressing years of the early 1890's. School sessions were nine months long instead of eight, attendance was up from the previous years, and a new building program was projected. But the changes in educational programming are the important areas to examine if one is to see how J. H. Phillips and Birmingham responded to the demands of an increasingly urbanized population.

It was no small feat that Birmingham schools had won the three highest educational awards at the Cotton States' Exposition in Atlanta in 1895. The awards were for having the best school system, the best method of instruction, and the best



STUDENTS, GRADE 2-B
Paul Hayne School
1888 (?)

Mrs. Clara Dennis, Teacher, is pictured on the left, standing. A photograph from the collections of the Birmingham Public Library.

³¹*Annual Report of the Birmingham Public Schools for 1900*, p. 11.



CAMERON SCHOOL, 1890

Formerly the Henley School, moved from Sixth Avenue, North, and Seventeenth Street to Eighth Avenue, South, and Fourteenth Street in 1890 for use by black students.

An engraving from the collections of the Birmingham Public Library.

work by pupils. The custom of giving awards and medals for outstanding performance by students was as old as the organized system itself. But by 1900, the concept of rewards was in disfavor. Phillips had, after careful consideration, adopted much of the new "progressive educational theory" of Colonel Francis Parker and John Dewey:

The elimination of prizes in our schools, and the substitution of more rational incentives to study have proven beneficial. . . .

The schools may accomplish something for society by the development of proper motives for work. To do this effectively it is not enough for the school to prepare for life; it must be life itself. The motives and the ideals of the child's active life career must first be developed and lived in the school.³²

Phillips did not stop with rhetoric. So convinced was he that Dewey's progressivism should be taken seriously, he announced to the Board that the work of the school in the past had been too exclusively intellectual, omitting the aesthetic and the emotional, and that in the future more

attention would be given to the whole child. He reasoned:

The training of the intellect alone will never develop an exalted character; neither will the training of the feeling alone. The school and the home must train both intellect and feeling, thought and emotion, if an ideal character is to result.³³

One project carried out by the schools that year was the creation of correlated art displays. Pictures were distributed according to a "Progressive scheme" for school decoration. The "art caption" for each grade was a key to the reading or specific historical assignments of the class. The pictures ranged from Grade I's Mother Nature and Her Children and Round the World in Myth and Story to Grade VII's Great Statesmen and Great Men of Letters.³⁴ Phillips reasoned that schoolroom decoration would do much to supplement the training of cultured homes and was of inestimable value to those children whose homes were barren of good pictures.

In line with progressivism's "learning through

³²*Ibid.*, pp. 18, 19.

³³*Ibid.*, p. 16.

³⁴*Ibid.*, pp. 22, 23.

experience" idea, Phillips had encouraged the establishment of a library as part of the school's business. Housed within the school itself, Birmingham's library was a valuable asset to her educational system. By the centennial year, Washington Library had been established in connection with the black schools, so that all children had access to a lending library.

Although no high school had been built for black students, the Board of Education granted permission to use Cameron School to those parents who wished to send their children for an additional advanced year. The teacher was to be hired at the expense of the parents.³⁵ Also, the Board appointed an advisory committee of Negroes to visit their schools and advise the Board and Superintendent on matters pertaining to the welfare of these schools. This action appears to be one of the first which gave to black parents a voice in the operation of black schools. Not far into the future lay A. H. Parker High School, which gained national acclaim for its industrial training and magnificent musical programs.

On the threshold of a new century, an industrial age, a time of expansion and progress, Birmingham's John Herbert Phillips stood tall among

the public schoolmen in the country. Always active in the National Education Association, he led his teachers and his students toward that which he thought important—becoming the best person one could be. As he said in a speech to the Board:

The thousands of children in our schools represent all classes of society and all stages of social and moral development. We do not hope to make scholars of all, much less perfectly develop men and women. Our aim is to do the best we can for each individual, to enable him to realize the highest possibility of his heritage, and to do his duty whatever his station in life.³⁶

John Herbert Phillips, by 1900, had seen his city's schools evolve to a respected system of education. For twenty-one more years he was to lead, stopping only when death came in 1921.

It is true, perhaps, that men do not make history; it is true, perhaps, that men are merely puppets on life's stage; it is also true, however, that cities, especially city schools, need their Samuel Ullman's and John Herbert Phillips', leaders who lead without alienating, men who serve without dictating, men who exemplify that which our city schools work daily to create.

³⁵*Ibid.*, p. 24.

³⁶*Ibid.*, p. 28.

ON KEEPING TRACK OF OUR HISTORY

MARVIN YEOMANS WHITING

During the years of Rufus Rhodes' editorship, the *Birmingham News* served as a principal medium for the promotion of the South's "Magic City." As one of Rhodes' associates observed, "He believed in Birmingham not with a fatuous ignoring of its deficiency, but with an abiding optimism in the ultimate splendor and sublime destiny of this community."¹

Nowhere was Rhodes' belief in the "ultimate splendor and sublime destiny" of Birmingham more apparent than in the yearly anniversary editions of the *News*. Page one of the fourteenth anniversary edition, for example, carried these remarks:

Today's issue means much to the Birmingham District, as well as to the State of Alabama. The paper with its complete resumé of the industrial, commercial, educational and social advancement of Birmingham and Alabama, goes all over the State, and into many other States. It circulates from New York to Texas, and finds its way into the editorial rooms of nearly every newspaper of influence in the country. The editors of these papers have been each sent a personal letter calling attention to the edition and requesting them to reproduce in the columns of their papers such extracts as they may think proper. As a matter of fact, a large number of extracts will be so published all over the country, and through this means the great Birmingham District and its business interests will be brought to the attention of the outside world. It is hoped and believed that Birmingham will thus derive much benefit, and no one in the district will be more gratified to know this than will the *Birmingham News*.²

The fourteenth anniversary edition of the *News*, although typical of other such special issues in its effort to boost Birmingham, was unique in several respects. First, the one-hundred-page is-

sue, entitled "Industrial Arts Edition," was the largest paper to be published in the ninety-odd year history of newspaper publishing in Alabama. The editorial staff of the *News* reported a use of fifty thousand pounds of newsprint for the special edition. If stretched out in single pages, one following another, this quantity of paper would have been sufficient to reach some six hundred and fifty miles; and if piled in page sheets, one on top of another, it would have formed a column one thousand forty-two yards high. Of greater significance, however, was a second evidence of the edition's uniqueness. For the first time in Birmingham's history, a newspaper staff attempted to provide, in one issue, a thorough and detailed assessment of the city's multi-faceted life, examining not only industry, commerce, and politics but education, religion, and social and cultural activities as well.

Reprinted below is the principal article on public education from the "Industrial Arts Edition" of the *News*. The article is essentially a report on the status of Birmingham's public schools in the year 1902. The photographs which accompany the reprint are identical to those which were used when the article initially appeared. The only substantial difference between the original and the reprint is the layout. The limitations imposed by The JOURNAL's page size preclude a newspaper-style layout of one page.

¹"Rhodes Tablet Is Unveiled," *Birmingham News*, November 26, 1913, p. 19.

²"Today's Anniversary Edition," *Birmingham News*, May 26, 1902, p. 1.

**BIRMINGHAM'S EDUCATIONAL
FACILITIES; MAGNIFICENT PUBLIC
SCHOOL SYSTEM; VARIOUS
COLLEGES AND SEMINARIES.**

**They Rank in the Front and Are Among
the Finest In the South.**

OPPORTUNITIES THEY AFFORD.

**Over \$300,000 Valuation of Public
School Property.**

**The Elementary and High Schools
Unsurpassed by Any Southern City.
Enrollment Over 5,000.**

If Birmingham ranks as one of the greatest industrial and manufacturing cities of the New South, it ranks also second to none as a city of magnificent public schools. Indeed, as marvelous as has been the city's strides in the commercial world, no less marvelous has been the rise and progress of its educational institutions. Within the past dozen years so marked has been the advancement of the city's educational system that it has outstripped many of the oldest and wealthiest cities of the country, until today it is quite as noted for the superiority of its schools as for its prominence in the lines of industrial development. This is shown by the fact that at the Atlanta Exposition in 1895, in a contest with the public school systems of many of the largest and richest American cities, Birmingham was awarded first honors, as having the finest system presented at that exposition, the city of Chicago taking second honors. This triumph opened the eyes of the leading educators of the nation to the fact that Birmingham, while developing the great resources which nature planted in her hills, building giant furnaces and steel mills, did not neglect the higher and nobler work of providing for the education of her youth.

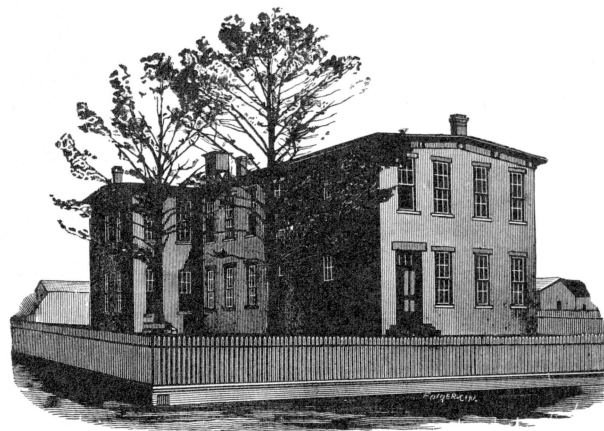
So, the story of the city's splendid growth would be but poorly told or sadly incomplete without proper notice of its fine public schools. The material and commercial phases of the city and district naturally attract attention and are widely heralded, but its educational activities do not come within the immediate ken of the speculator and wealth-seeker, and are, therefore, apt to be overlooked.

FOUNDER OF THE SYSTEM.

To the superintendent of public schools of the city, Dr. J. H. Phillips, Birmingham is largely indebted. He assumed charge of the educational interests of the city in 1883, when there were only three or four small school buildings and a few hundred pupils. He has held the position of superintendent continuously since that time, and the present gratifying condition of the city's educational institutions stands as a monument to the years of unceasing labor, ability and wisdom which he devoted to them. His wonderful work in organizing and perfecting the system has attracted widespread attention, and he is recognized as one of the foremost educators of the United States. He is a frequent contributor to many of the leading educational journals and is widely quoted. He is at present president of the National Council of the National Educational Association. This reference to Dr. Phillips' work is made simply because his individuality cannot be separated from educational work in this city.

THE PIONEER DAYS.

It was in March, 1874, that the first school building was erected in Birmingham. This building was an ordinary brick structure and was situated on the lot now occupied by the Powell school. The lot had been donated for the purpose through the president of the Elyton Land Company, Colonel Powell, widely known during the pioneer period of the city's infancy as the "Duke



POWELL SCHOOL, 1873-1874
An engraving from the collections of the Birmingham
Public Library.

of Birmingham." The school was maintained with varied fortune until 1883, when the present system was inaugurated by the induction into the office of superintendent of education of Dr. J. H. Phillips, who instantly began to lay the foundations for the system which is now the city's pride, and which is widely copied and far famed.

As an evidence of the schools' wonderful progress, in 1883 when Dr. Phillips assumed control there were but three school buildings with a seating capacity of only 662, and an average daily attendance of 439. The school census for that year showed a total of 1,515 pupils.

THE PRESENT.

The city now has a school census of nearly 12,000. The census taken in August of last year showed 6,352 whites and 4,657 blacks, a total of 11,009. The total registration was 3,088 whites and 2,142 blacks. The average daily attendance is nearly 5,000. The valuation of the school property amounts to over \$300,000, with eight of the finest public school buildings to be found in the entire South. They are furnished with the latest improvements, and have all the modern appliances necessary for up-to-date school buildings. There are 110 teachers on the city's pay roll. The expense of maintaining the public schools of the city during the last scholastic year amounted to \$50,717.54. About one-third of this amount was

appropriated from the city treasury, while the remainder was derived from State and county funds, poll tax and tuition fees.

THE ELEMENTARY SCHOOLS.

The elementary schools are not surpassed in any city of the country. For the course taught, which embraces seven years, the curriculum will compare most favorably with any in the country. There are seven of the elementary schools and all are models in every department. They are the subject of admiration from all educators who visit them and see their workings. Through the readers, language, mathematics, geography and history the child is carried, along with a thorough course in music and drawing, when at the expiration of seven years he is fully equipped for the High School, which has a four years' course in the sciences and classics. The High School also has a complete commercial course.

THE HIGH SCHOOL.

The High School is situated on the corner of Park Avenue [Seventh Avenue, North] and Twenty-first Street. The building is entirely inadequate for the purposes which the High School requires, and the city is now discussing plans for a new modern technological high school building, which will probably be erected within the next two years. The new building will be equipped



BIRMINGHAM HIGH SCHOOL (ENSLER BUILDING), 1891
An engraving from the collections of the Birmingham Public Library.

with suitable laboratories, gymnasium and assembly room, and will amply accommodate the rapidly increasing number of youths who desire to avail themselves of the opportunity for a secondary education. The need of such a building is urgent and its economic value to the city and state will be incalculable.

The attendance at the High School is about 325. Prof. J. B. Cunningham, the principal, is a man of strong character, a fine disciplinarian and a close student. He was educated at the State Normal College at Florence, Ala. Assisting him are eight other teachers, as follows: Miss H. R. Thornton, Miss B. A. Allen, Miss Floribel Brown,

Mr. Samuel Adams, Mr. J. P. Montgomery, Miss L. C. Spauling, Mr. Gustave Calman, Miss Fannie Ingersoll.

Dr. Phillips, the superintendent, is located at the High School building.

THE PUBLIC LIBRARY.

In this building is also located the public library of the city, with something like 10,000 volumes. In the circulating department over 1,500 volumes are issued monthly. The reading rooms attached contain all the leading periodicals of the day. The library is in charge of Mr. Charles F. White, the clerk and librarian.



HENLEY SCHOOL, 1891

An engraving from the collections of the Birmingham Public Library.

Miss Leta Kitts is supervisor of music, and Mr. Clark Woodard is supervisor of drawing.

The High School of Birmingham has been listed by the leading colleges and universities of the South as a preparatory school, and its graduates are admitted without examination by the foremost institutions of the country, including Vanderbilt, at Nashville; Tulane, at New Orleans, and the University of Michigan, at Ann Arbor.

THE HENLEY SCHOOL.

The first of the handsome new school buildings which are now the pride of every citizen of Birmingham was erected in 1886. This was the

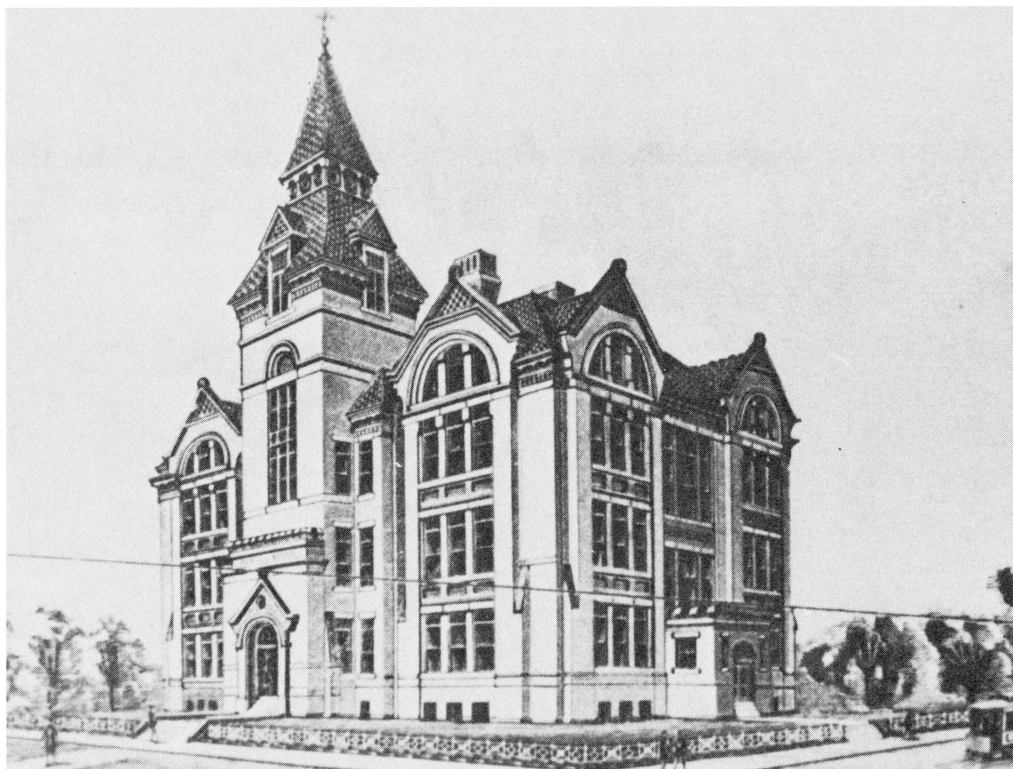
Henley school, located on the corner of Sixth Avenue, North, and Seventeenth Street. It was built at a cost of \$52,000. It is an imposing structure and is the second largest school in the city, having an attendance of nearly 900. The principal of the school, Prof. C. A. Brown, is a graduate of the Alabama Polytechnic Institute at Auburn, Ala. He was formerly teacher of sciences in the High School for several years. There are seventeen teachers at the Henley, as follows: Miss Helen S. Hudson, Miss Bertha Schoen, Miss Annie Bradford, Miss Claride Bailey, Miss Bertie Carlton, Miss Janie Moore, Miss Jessie Ruter, Miss Lu Abbe Chambliss, Miss Jessie Roberts, Miss Madeline Smith, Miss Annie Greene, Miss Richard

Snead, Miss Rochelle Williams, Miss Alice Stafford, Miss Maude Davis, Miss Norma B. Allen and Miss Harriet Dobbins.

THE POWELL SCHOOL.

In 1888 the elegant Powell school building was erected on the corner of Sixth Avenue, North, and Twenty-fourth Street at a cost of \$50,000. Miss M. A. Cahalan is the principal. She is a woman of

dignity and strength of character, and possesses fine executive ability. She has controlled and directed the school, now one of the largest in the city, having over 800 pupils in attendance, since it was first instituted. She is assisted by fifteen other instructors. They are: Miss Loula Bradford, Miss Emma Wellman, Miss Lucy Dennis, Miss Kittie S. May, Miss Kate Dabney, Miss Clara Spencer, Miss Alice Shephard, Miss Elnora Beggs, Miss Estelle Heaslett, Miss Nash Johnston, Miss Cora



POWELL SCHOOL, 1888

An engraving from the collections of the Birmingham Public Library.

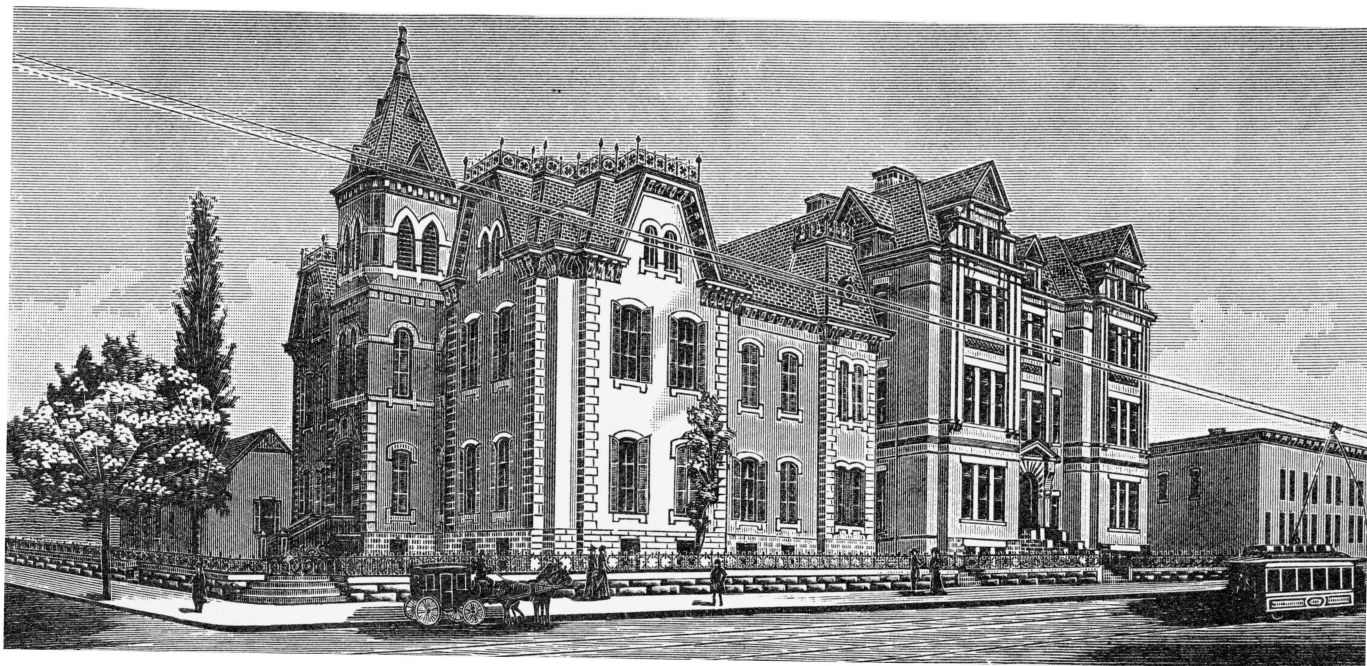
E. Palmer, Miss Alice Roberts, Miss Nellie Castleman, Miss Eugenia Weatherly and Miss Nellie Neilson.

THE PAUL HAYNE SCHOOL.

In 1890, on account of the increase of population on the Southside, an addition was made to the school building on Avenue E and Twentieth Street. This gave the Southside a building consisting of twenty-two rooms, at that time the largest school building in the South. The school was named in honor of Paul Hamilton Hayne, the sweetest and most popular poet in the South. The building and equipment cost \$65,000. Prof. C. B. Glenn, the principal of the Paul Hayne school, is

also a graduate of the Alabama Polytechnic Institute at Auburn and a postgraduate of Harvard. He has had charge of the Paul Hayne school for three years.

This is the largest school in the city, requiring twenty-two assistants, as follows: Miss Bertha Koenig, Miss Alma Feagin, Miss Emma Ives, Miss May Ward, Miss Kizzie Bradford, Miss Ida Taylor, Miss Ellen H. Jackson, Miss Magnolia Lee, Miss Mary Henley, Miss Ella Taylor, Miss Addie Norton, Miss Julia Royall, Miss Sophronia Dyer, Miss Mary Sholl, Miss Emma Eastburn, Miss Virginia McMillan, Miss Wilda Morrison, Miss Mary Rittenberry, Miss Rebekah Hamilton, Miss Rose G. Lewis, Miss Helen H. Johnson and Miss Una Gilbert.



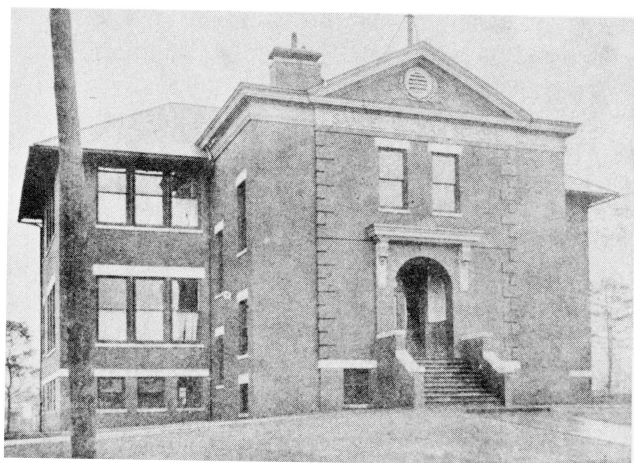
PAUL HAYNE SCHOOL, 1889
An engraving from the collections of the Birmingham Public Library.

THE NEW BUILDINGS.

During the past two years three new buildings have been built and opened. They are the Ullman school, on the corner of Avenue G and Twelfth Street, named in honor of Samuel Ullman, one of the best friends education in Birmingham ever had; the Lakeview school, on the corner of Avenue H and Twenty-eighth Street; the Alberto Martin school on the corner of Fourteenth Avenue, North, and Twelfth Street. These buildings are all splendid edifices, excellently equipped, and fitted with the most modern appliances. Each one was built with the idea of an addition being added

in the future, when the increase in population shall demand more room.

The cost of the erection of the Ullman school was \$17,000. The teachers at the Ullman school are Mrs. M. H. Dabney, principal, Miss Edith L. Green, Miss Annie L. Pearson and Mrs. Therese H. Evans. The attendance is 175.

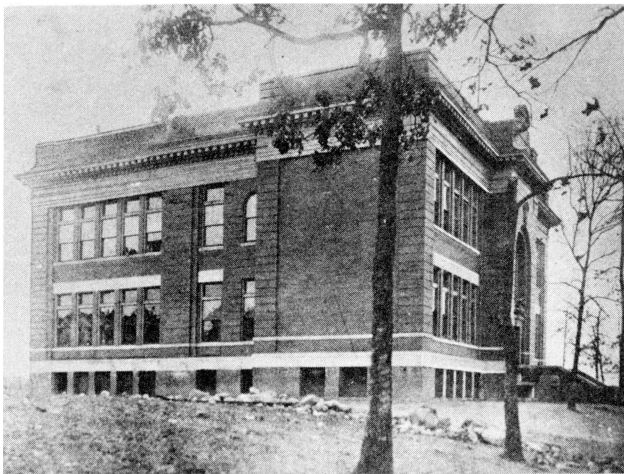


SAMUEL ULLMAN SCHOOL, 1901
A photograph from the collections of the Birmingham Public Library.



LAKEVIEW SCHOOL, 1902
A photograph from the collections of the Birmingham Public Library.

The Lakeview school was also built at a cost of \$17,000. The attendance is 190. Miss N. D. Davis is the principal, assisted by Miss Elberta Taylor, Miss Nettie Anderson and Miss Lena Jackson.



MARTIN SCHOOL, 1901, WITH LATER ADDITIONS
A photograph from the collections of the Birmingham Public Library.

The Martin building was built at a cost of \$27,000. Prof. T. C. Young is principal, with the following assistants: Miss Amy Braun, Miss Nina Blair, Miss Stella Spiva and Miss Clara Flynn. The attendance at the Martin school was about 200.

The city has four flourishing negro public schools. Each is located in a comfortable, up-to-date school building, and demonstrates the fact that the city, in conjunction with the people of other sections of the South, is doing all that it can for the upbuilding of the colored race and the education of its citizenship.

The largest of the colored schools is the Slater school, on the corner of Fifth Avenue, North, and Fifteenth Street. This school has an enrollment of 775 pupils. The building was erected at a cost of \$9,000. The principal of the Slater school is W. J. Echols, with ten assistants. They are: Rachel Lester, Rosa Diffay, Willie Smith, Olivia Harris, Mary Sigman, W. T. Poole, Fannie White, Etta Deace, Orlean Kennedy and Florence Kennedy. A library of 1,500 volumes has been established in the Slater school building for the use of the negro population.

THE LANE AND CAMERON SCHOOLS.

The Lane and the Cameron school buildings were built at a cost of \$6,000 each. They have 650 and 260 pupils respectively.

The teachers at the Lane school are: G. S. Lewis, principal; Isabel V. Brooks, Annie E. Payne, Lizzie D. Jenkins, Lillian B. Harris, Lucy J. Hunter and Sadie J. Hunter.

The teachers of the Cameron school are: W. C. Davis, principal; Anna Simmons, Irene D. Smith and Brunetta C. Hill.

At the Thomas school are: J. C. Alston, principal; Nancy Lowe and Minnie Johnston.

In addition to these preparatory schools for the negroes, is the Negro High School, embracing the same courses of the High School for the whites. A. H. Parker is the principal, assisted by J. R. Coffey.

BOARD OF EDUCATION.

The board of education of the city of Birmingham is composed of the following gentlemen: Messrs. H. B. Gray, M. J. Gregg, John L. Parker, B. Steiner, A. O. Lane, Samuel Ullman, W. M. Drennen. Mr. Lane is president of the board, Mayor Drennen, vice-president; Mr. Gregg, secretary; Mr. Gray, treasurer.

The city board of examiners is composed of Messrs. J. D. Moore, J. B. Cunningham and J. H. Phillips.

SCHOOLS IN THE FUTURE.

Thus is summed up a short story of Birmingham's public schools. Much more could be written, but enough has been said to show that the city's growth in educational lines is keeping pace with its remarkable industrial development, and if it is destined to become the great manufacturing center of the South, it is also destined to become one of the greatest centers of education.

A rapid rate of expansion will be necessary as its expansion develops. A conservative estimate of the total registration for the present year places it at 6,000. With the erection of a new technological high school building another great stride forward will be made, and the facilities for higher education considerably augmented.

Birmingham presents to the capitalist and the wealth-seeker unlimited possibilities for the future, with its great industries and manufactories and the inexhaustible supply of the raw material which feeds and supports them, and it guarantees to all who would locate here the advantages of the finest public schools to be found in the South for the education of their children.

OTHER SCHOOLS.

Besides the public schools, there are a number

of fine educational institutions in the city. The Owenton College for boys, located about two miles from the city, is under the control of the North Alabama Methodist Conference. It has an average attendance of 140. Dr. E. M. Glenn is president of the institution.

Howard College is another school for boys, located at East Lake. It is under the control of the Baptist Church of Alabama, and has an attendance of 140. Prof. F. M. Roof is president of the school.

The Birmingham Medical College is one of the finest medical schools in the South. The course embraces four years, and its graduates are among the most successful physicians of the country. The average attendance is about 125. A first-class dental school is run in connection with the Med-

ical College, which has always been a strong and able one.

The Pollock-Stephens Institute for Young Ladies, of which Mrs. E. T. Taliaferro is the president, is one of the most successful schools in the city. The attendance is something over 200, requiring ten assistant teachers.

The Birmingham Seminary is another school for young ladies, under the management of Miss Louie Compton, assisted by a large corps of teachers, and has an attendance of about 225. Both of these schools are in the most prosperous years of their existence.

In addition to these, there are a number of [other] private schools in the city of more or less importance.

S. J. S.

EKLEKTIKÓS

Being a selection, in some instances wholly unimportant and in others only slightly so, of extracts, *etc.*, offered by the Editor for the delight, amusement, and delectation of the Reader and drawn principally from previously printed works. The Reader is cordially invited to submit material for publication in EKLEKTIKÓS. Contributions should be directed to the Editor, The JOURNAL of the Birmingham Historical Society, 2020 Seventh Avenue, North, Birmingham, Alabama 35203.

I.

The First Factory

A cooperative society has been formed in this city [Birmingham] for the purpose of engaging in manufacturing such articles as agricultural implements, chairs, buckets and brooms. The capital stock required is \$10,000, divided into four hundred shares of \$25 each. Mr. Kyle, last Saturday, was meeting with great encouragement, and we have now to announce that nearly all the shares have been taken.

The factory will give work to one hundred persons.

After the above enterprise is well under way, we would be glad to see a move made to erect a cotton factory.

Birmingham Iron Age
April 23, 1874

number of the second day to two hundred and thirty. This will require additional room and another teacher, and we are pleased to learn that the School Committee are already working in that direction.

The school has been visited by the Mayor and several members of the City Council and by other prominent citizens, and encouraging addresses were delivered by several gentlemen to the different grades of the school. The highest gratification has been expressed by all parties because of the entire unanimity with which the community of Birmingham have engaged in this enterprise and on account of the favorable auspices under which it has begun its work.

The school is free to all white children of Jefferson County.

Birmingham Iron Age
April 23, 1874

II.

The Free School

On Monday morning, the 20th inst., the Birmingham Free Public School opened its first session at the new Academy, corner of 6th Avenue and 24th Street. Prof. Connerly and all his Assistants were present at the morning session and were greeted by the glad faces of one hundred and ninety children and young people, who came to receive instruction. They were divided according to age and advancement into four classes and placed in four rooms, under the government of Messrs. Grace, McLaughlin, Mrs. Thomas and Miss Cahalan respectively. The work of examination and classification was begun, and will engage the teachers most of this week. On Tuesday forty additional pupils entered, raising the

III.

The Relay Fountain

One of the prettiest spots in or near this city is the little garden adjoining the Relay House. In the centre of the garden is an ever-playing fountain, surrounded by a basin and the basin by a circle of plants springing up between rocks. Diverging from the fountain rim, there are eight divisions in the parterre, each sown with a different variety of grass, such as Lucerne, Red Clover, &c. This is an experiment of our friend, Mr. Ketcham, who is always getting up something new and tasty about his establishment. He knows how to keep a hotel if anybody does.

Birmingham Iron Age
April 2, 1874

IV.

Courthouse Deed

The State of Alabama,
County of Jefferson

Know all men by these presents, that the Elyton Land Company, a Corporation incorporated under the general laws of the State of Alabama, by its President, James R. Powell, who is duly authorized to execute this Deed, and affix hereto the Common Seal of said Corporation, for and in consideration of the sum of five dollars paid to the said Company by J. C. Morrow, B. Gully, Jas. O'Conner, S. H. Dupuy and John T. Ellison, Commissioners appointed by virtue of an Act of the General Assembly of the State of Alabama entitled "An Act to submit to the vote of the people of Jefferson County, the question of the removal of the Courthouse from Elyton to Birmingham, and in case the people decide in favor of such removal, empowering the Court of County Commissioners of said County to erect the Courthouse and other public buildings at Birmingham, and authorizing said Court in order to raise means for that purpose to issue bonds of said County, upon certain conditions therein mentioned"; approved March the 5th, 1873, (whose duty it is made by the provisions of said Act to select, purchase and receive by donation for the rest of the said County of Jefferson a lot or lots in the City of Birmingham in said County upon which to erect a Courthouse and jail for said County), the receipt whereof is hereby acknowledged, does, by these presents, give, grant, bargain, sell and convey unto the said County of Jefferson certain real estate situated in the City of Birmingham in said County and State and known and designated in the plan of said City as now surveyed and laid off, as Lots number one hundred and nine, one hundred and ten, and one hundred and eleven on North of Third Avenue North, Lots number one hundred and nine, one hundred and ten and one hundred and eleven on South of Fourth Avenue North and Lots number five and six on East of Twenty-first Street together with a portion of the Alley intervening between said Third and Fourth Avenues, altogether forming a rectangle fronting one hundred and fifty feet on each of said avenues and three hundred feet on said Twenty-first Street. To have and to hold unto the said County of Jefferson and its successors and assigns forever in fee simple. And said Company hereby covenants to and with the

said County of Jefferson that it is lawfully seized and possessed of the above described premises and that it has a perfect right to sell and dispose of the same by gift, grant or otherwise. And the said Company does and will hereby warrant and defend the title to the above granted premises against the claim or claims of all person whomsoever.

In testimony whereof, the said Elyton Land Company has hereunto set the signature, and affixed the Common Seal of said Corporation, by its president, the said James R. Powell this the 22nd day of December 1873.

(Sgd.) ELYTON LAND COMPANY
By J. R. Powell
Prest.

Signed, sealed & delivered
in the presence of
(Sgd.) W. J. Milner
(Sgd.) D. R. Dunlap

Elyton Land Company
Deed Book #2

From the Collections of the Department of Archives and Manuscripts, Birmingham Public Library

V.

Advertisement for Bids to Construct the Jefferson County Courthouse

SEALED PROPOSALS

WILL BE RECEIVED by the Honorable Commissioners' Court of Jefferson County until SATURDAY, MAY 9th, 1874, for the building of a new

COURTHOUSE

for Jefferson County, Alabama.

Persons desirous of bidding will send in their proposals sealed to the undersigned, at his office in the City of Birmingham. They must state what amount of County Bonds, at the rate of 90 cents in the dollar, and what amount in cash will be received in payment of said contract. The Court reserves the right to reject any or all bids.

Plans and specifications will be found on file at my office, where they can be examined

at any time on making application.

By order of the Commissioners' Court.

JOHN C. MORROW,
Judge of Probate of Jefferson County.

Birmingham Iron Age
April 16, 1874

VI.

Shades of the Cholera Epidemic

There is a pond of stagnant water, of considerable dimension, at the head of 19th Street, which should be drained without delay. The "heated term" will soon be here, when it will be dangerous to commence such work. Why not drain it now? Remember July, 1873!

Birmingham Iron Age
April 16, 1874

VII.

Birmingham and Gadsden

The Gadsden Times, with much self-satisfaction, copies a portion of a letter to the *Tuscaloosa Blade*, by "Ramble" and winds up its comments as follows:

As to Birmingham, Ramble acted generously—nobly. He goes on the principle not to strike a man when he is down. Birmingham is a dead duck, and Ramble did not want to waste his ammunition. Birmingham for a time bid fair to outstrip Gadsden, but the cholera came and the Birminghamites went. The panic came and Birmingham collapsed. Gadsden moved on with uninterrupted progress and continues daily to increase her growth and business and when she will have reached the proportions of a first class city, Birmingham will be a mere way station on the railroads that pass through her limits.

This way of attempting to build upon your own interests by defamation and ill-natured lying is not a very charitable or genteel style of proceeding.

Birmingham is by no means a "dead duck,"

but a thriving, growing, pushing, go-ahead city.

We can count citizens here by the score, who came to Birmingham with nothing or next to nothing, who have accumulated valuable property.

We have had it from the lips of "commercial travelers," that Birmingham is the liveliest place they have seen in the State.

The many new houses being erected in our city prove that it is not yet "finished." Some of the best men in the State have recently removed to this place with their families. We have six churches, a first-class bank (full of money), a well-ordered Free School, endowed by our liberal citizens, many staunch dry goods and grocery establishments, and rows of the most substantial brick business houses to be seen in any city in the State.

For a three-year-old, Birmingham is, indeed, a giant, and bids fair to overshadow, before many years, all her puny, snarling rivals.

Mr. Gadsden Times, as you have grown too big for your breeches, suppose you go back to first principles.

Instead of this city being injured by the itinerant plague of last July, she picked up most wonderfully, and between the first of December and the middle of January, some 250 or 300 newcomers made their homes with us, and are here now.

The panic came, but Birmingham *did not collapse*. During the worst of the panic, there was a deposit of \$50,000 in our Bank belonging to our citizens. The Birmingham National Bank was about the only one that withstood the panic "serenely" and not a feather in her cap was lost by the gale.

Our city Assessors have just finished their work in assessing real estate in this city. The amount of such property is nearly \$1,000,000. Good for our three-year-old!

Birmingham Iron Age
April 23, 1874

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